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Action

General Session

Approval of the April 2011 Consent Calendar

Executive Summary: The Executive Director recommends that the Commission approve the April 2010 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Recommended Action: Approve the April 2011 Consent Calendar.

Presenter: None

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

April 2011

Consent Calendar

Division of Professional Practices

For your approval, the following items have been placed on the Consent Calendar for the April 14-15, 2011 meeting of the Commission on Teacher Credentialing:

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **ADAMS, Jeanne M.** Westminster, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
2. **AGUILAR, Victor R Jr.** Los Angeles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** for misconduct pursuant to Education Code sections 44421 and 44345.
3. **AHMAD, Angelica C.** Long Beach, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
4. **ALBAYATI, Joy L.** Murrieta, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
5. **ALEXANDER, Paula** Sacramento, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
6. **ANDERSON, Brian K.** Chula Vista, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.

7. **BAINES, Kanaljit K.** Chowchilla, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
8. **BAUTISTA, Robert G.** San Diego, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
9. **BENDER, Robert S.** Rohnert Park, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.
10. **BORDOK, Trenton B.** San Diego, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.
11. **BROWN, Angela M.** Hemet, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
12. **CAMPOS, Alicia F.** Garden Grove, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
13. **CAPUANO, Michelle A.** Westlake Village, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
14. **CARREON, Abel G.** Long Beach, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
15. **CATALENA, Lauren** San Jose, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
16. **DAUCH, Craig D.** Winters, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.

17. **DUARTE, Apolinar** Madera, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
18. **DUNHAM, Bernadette A.** San Jose, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
19. **FIELDING, Leslie E.** Novato, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
20. **FOSTER, Dennis R.** Lake Havasu City, AZ
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
21. **GARNER, David M.** Yorba Linda, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
22. **GITTLER, Henry D.** La Habra, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.
23. **HALL, Elijah J.** West Sacramento, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
24. **HART-SCHULTZ, Patricia M.** Paso Robles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
25. **HILL, Ernest J.** Downey, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
26. **MAFFEI, Marissa L.** Mountain View, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
27. **MARTINO, Kristina M.** Lomita, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

28. **MIRELES, Larry A.** Lake Villa, IL
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.
29. **NANDAN, Nitha A.** Seaside, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
30. **NIGHTINGALE, Terry O.** Crescent City, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
31. **NKRUMAH, Jaja M.** Oakland, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
32. **O'CONNOR, Ryan K.** La Costa, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
33. **OREGON, Cynthia L.** Escondido, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
34. **OWENS, Marie L.** Boston, MA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
35. **PAIZ, Maria E.** Palmdale, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
36. **PALOMO, Melanie M.** Ontario, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
37. **PAPE, Lauren A.** Brentwood, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
38. **PETERSON, Cheryl A.** Paso Robles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.

39. **PINEDA, Walter E.** Arleta, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
40. **POPOVA, Victoria V.** San Diego, CA
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
41. **QUITO, Carmelo F.** Montrose, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
42. **RAMOS, Esther I.** Royal Oaks, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
43. **REYES, James Sr.** Reedley, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.
44. **REYES, Lawrence L.** Tulare, CA
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
45. **ROWE, Timothy E.** San Jose, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
46. **RUGGIERI, Mark K.** Soquel, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
47. **SEQUEIRA, Randall R.** Sebastopol, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
48. **SERRANO, Connie A.** San Diego, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of three (3) days** as a result of misconduct pursuant to Education Code section 44421.

49. **SHEHEE, Rashaan A.** Bakersfield, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
50. **SMITH, Chad E.** Newport Beach, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
51. **SOLTANIEH, Stephanie H.** Lake Forest, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.
52. **STAFFORD, David E.** San Diego, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
53. **STEVENSON, Joan M.** Oxnard, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421, effective immediately.
54. **SWENDELL, Vance L.** Los Angeles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
55. **TALBOTT, Dean F.** San Diego, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
56. **TAYLOR, Darryl M.** Los Angeles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of twenty-one (21) days** as a result of misconduct pursuant to Education Code section 44421.
57. **TRAN, Nguyen C.** Oceanside, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
58. **TRAYLOR, Steven** Los Angeles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.

59. **VALDOVINOS, Salvador** Los Angeles, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
60. **VAN RUITEN, Nicholas F.** Chula Vista, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.
61. **WALTERS, John P.** Sacramento, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
62. **WEST, Ericka M.** American Canyon, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
63. **WIRT, Country L.** Stockton, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
64. **WOODS, Lisa C.** Victorville, CA
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.

CONSENT DETERMINATIONS

The following consent determinations have been adopted:

65. **HUDSON, Kurt D.** Fresno, CA
The Consent Determination stipulates that his certification documents are **revoked**; however, the **revocation is stayed**, and he is **placed on probation for a period of four (4) years** as a result of misconduct pursuant to Education Code section 44421.
66. **McCARTHY, Patrick K.** Venice, CA
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of three (3) days** as a result of misconduct pursuant to Education Code section 44421.
67. **NESBITT, Carrie** Westlake Village, CA
The Consent Determination stipulates that all certification documents are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44421.

68. **PORTILLO, Sabela M.** Harbor City, CA
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.
69. **TIVOL, Steven M.** San Jose, CA
The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of forty-five (45) days**; however, the **suspension is stayed**, and he is **placed on probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.

**RECONSIDERATION CONSENT
(Deny—no new information)**

70. **ROCCO, Stephen** Santa Ana, CA
At its March 3, 2011 meeting, the Commission adopted the Committee of Credentials recommendation to **suspend** his certification documents **for a period of seven (7) days**. Mr. Rocco submitted a letter dated March 13, 2011, requesting reconsideration. No new information was provided.

PROPOSED DECISIONS

71. **MARSH, Katherine H.** Newport Beach, CA
The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **suspend** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission **for a period of seven (7) days** is adopted.

REINSTATEMENT OF SELF REVOKED CREDENTIAL

72. **CHAPLIN, Deborah L.** Modesto, CA
Pursuant to Government Code section 11522, her application for reinstatement of her authorization in History on her Standard Secondary Teaching Credential is granted after previously self revoking the authorization pursuant to Education Code section 44423, with no known misconduct.

REQUESTS FOR REVOCATION

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code section 44423.

73. **BERNYK, Andrew P.** Fresno, CA
Upon his written request, pursuant to Education Code section 44423, his authorization in Social Science from his Single Subject Teaching Credential is **revoked**.
74. **DUGGAN, Tammy L.** Chico, CA
Upon her written request, pursuant to Education Code section 44423, her authorization in Social Science from her Multiple Subject Teaching Credential is **revoked**.

75. **EVANS, Holly** Hermosa Beach, CA
Upon her written request, pursuant to Education Code section 44423, her authorization in English from her Multiple Subject Teaching Credential is **revoked**.
76. **FOLTZ, Margaret A.** Riverside, CA
Upon her written request, pursuant to Education Code section 44423, her Multiple Subject Teaching Credential is **revoked**.
77. **JASTRAB, James W.** Covina, CA
Upon his written request, pursuant to Education Code section 44423, his authorizations in Biology and Psychology from his Single Subject Teaching Credential are **revoked**.
78. **KAPLOWITZ, Emily B.** Los Angeles, CA
Upon her written request, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** pursuant to Education Code section 44423, and she agrees that any subsequent applications submitted will be rejected.
79. **McNURLAN, Jeffrey T.** Escondido, CA
Upon his written request and while allegations of misconduct were pending, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** pursuant to Education Code section 44423, and he agrees that any subsequent applications submitted will be rejected, as a result of misconduct pursuant to Education Code section 44421.

DIVISION OF PROFESSIONAL PRACTICES

MANDATORY ACTIONS

All certification documents held by and applications filed by the following individuals were mandatorily revoked or denied pursuant to Education Code sections 44346, 44346.1, 44424, 44425 and 44425.5, which require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

80. **BROWN, Mark R.** Los Angeles, CA
81. **CASTRO, Aide S.** Inglewood, CA
82. **COHEN, Marc A.** San Mateo, CA
83. **DERBY, Arthur P.** San Jose, CA
84. **FISZER, Edward P.** Newhall, CA
85. **FRANCE, Herold J.** Jolon, CA
86. **FREDIEU, Eric F.** Bloomington, CA
87. **GARCIA, Roger H.** Canoga Park, CA

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| 88. GARCIA-TINOCO, Manuel | Arvin, CA |
| 89. GONZALEZ, Jimmy | Alhambra, CA |
| 90. GRAEFF, Hollie R. | Arcata, CA |
| 91. GRAY, David L. | Gardena, CA |
| 92. JEZIK, Deborah A. | Orange, CA |
| 93. KAPNICK, Richard A. | Studio City, CA |
| 94. LANDRETH, Brandon M. | Monrovia, CA |
| 95. LANE, Dorothy M. | Alta Loma, CA |
| 96. LEKAVICH, Christopher C. | Irvine, CA |
| 97. LERPIDO, Jaime C. | Lakewood, CA |
| 98. LOPEZ, Jose A. | Menlo Park, CA |
| 99. LOVELL, Jerry L. | Fontana, CA |
| 100. MANAHAN, Daniel P. | Long Beach, CA |
| 101. MATHIS, Thomas S. | San Jose, CA |
| 102. MORENO, Ryan A. | Beaumont, CA |
| 103. MOTT, Kristopher R. | Morgan Hill, CA |
| 104. MULLEN, Tyrone J. | Vallejo, CA |
| 105. PARKER, Richard S. | Los Alamitos, CA |
| 106. PETRASH, Mark G. | Portola Hills, CA |
| 107. RICHARDS, Caroline J. | Monterey Park, CA |
| 108. ROCHMAN, David M. | Santa Barbara, CA |
| 109. SANDHU, Beverly | Fairfield, CA |
| 110. SANTOSO, Martin B. | Irvine, CA |
| 111. SILVERIO, Jonas V. | Downey, CA |
| 112. SULIT, Floran C. | Victorville, CA |

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| 113. SWANK, Richard J. | Apple Valley, CA |
| 114. TESTERMAN, Carl M. | Davis, CA |
| 115. TYLER, Sylvester | Murrieta, CA |

AUTOMATIC SUSPENSIONS

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d).

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| 116. CANO, Ricardo A. | South San Francisco, CA |
| 117. CEGLAREK, Thomas H. | Los Angeles, CA |
| 118. GUTIERREZ, Rico R. | San Diego, CA |
| 119. HOPPE, Ronald S. | Diamond Bar, CA |
| 120. JEWELL, Thomas P. | Middletown, CA |
| 121. MELLENDEZ, Armando | Riverside, CA |
| 122. RATCLIFF, Bradley | Los Angeles, CA |
| 123. ROBINSON, Roger A. | Rialto, CA |
| 124. SERRATO, Jesse A. | Montebello, CA |
| 125. SUAREZ CEREZO, Jose | Menlo Park, CA |
| 126. WELBAUM, Sean R. | West Hills, CA |

CONSENT DETERMINATION SUSPENSION

All certification documents held by the following individual were suspended pursuant to terms of a Consent Determination and Order. The certification documents will remain automatically suspended until final disposition by the Commission.

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| 127. SHAFER, Cary L. | Visalia, CA |
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TERMINATION OF AUTOMATIC SUSPENSIONS

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individuals is terminated and the matter referred to the Committee of Credentials for review.

128. **DIXON, Raymond E.** Redlands, CA
129. **FERNANDEZ, Cesar Y.** Los Angeles, CA
130. **JOHNSON, Kenneth** Carson, CA
131. **MORRIS, Richard V.** Stockton, CA

TERMINATIONS OF PROBATION

132. **LAWRENCE-HARRISON, Gwendolyn** Lathrop, CA
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on November 8, 2007, **the stay order has been made permanent and her certification documents are restored.**
133. **SELLERS, Peggy L.** Valley Center, CA
Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on February 15, 2007, **the stay order has been made permanent and her certification documents are restored.**

VIOLATIONS OF PROBATION

134. **GWYNN, Joseph V.** Concord, CA
Having violated the conditions of probation set forth in the Consent Determination and Order adopted by the Commission on May 24, 2010, his **probation is terminated, the stay is lifted, and his certification documents are revoked.**
135. **LaNOTTE, Debra J.** Madera, CA
Having violated the conditions of probation set forth in the Consent Determination and Order adopted by the Commission on December 24, 2009, her **probation is terminated, the stay is lifted, and her certification documents are revoked.**
136. **RIDEOUT, Christian E.** Alameda, CA
Having violated the conditions of probation set forth in the Consent Determination and Order adopted by the Commission on November 26, 2009, his **probation is terminated, the stay is lifted, and his certification documents are revoked.**

Certification, Assignment and Waivers Division

VALIDATION OF SERVICE RENDERED WITHOUT A CREDENTIAL

**The service rendered by the following persons is approved
pursuant to the provisions of the California Education Code, Section 45036.**

| Name | School District | County | Period of Service |
|-------------------------|------------------------|----------------|--------------------------|
| Wendi Best | Mesa SD | Ventura | 02/02/11-02/18/11 |
| Debra Blomgren | Porterville USD | Tulare | 03/02/11-03/18/11 |
| Jennifer Ferrara | Buena Park SD | Orange | 02/01/11-02/07/11 |
| *Josiane Garcia | Livingston Union SD | Merced | 02/01/11-02/03/11 |
| Jennifer Hegemann | Escondido Charter | San Diego | 02/02/11-02/15/11 |
| Brandi Hollis | Escondido Union | San Diego | 02/01/11-02/15/11 |
| Kimberly Lohman | Livingston Union SD | Merced | 02/01/11-02/03/11 |
| Argelia Madrigal | Livingston Union SD | Merced | 01/01/11-02/03/11 |
| Argelia Madrigal | Livingston Union SD | Merced | 02/01/11-02/03/11 |
| Kimberly McGuire | Sacramento City | Sacramento | 10/01/10-10/18/10 |
| Christine Owens | Visalia USD | Tulare | 02/02/11-02/03/11 |
| Lisette Garcia | Rio SD | Ventura | 02/02/11-02/08/11 |
| Thomas Lewis | MPESD | Santa Clara | 01/03/11-01/26/11 |
| Michelle Lillard-Geiser | Beaumont USD | Riverside | 08/23/10-08/23/10 |
| Russell Munyan | Lucerne Valley USD | San Bernardino | 01/01/11-01/07/11 |
| Jan Rotunno | Irvine USD | Orange | 12/01/10-02/01/11 |
| Patricia Stone-Remick | Kings River Union | Tulare | 02/02/11-02/06/11 |
| Julee Vollmert | Mesa SD | Ventura | 02/02/11-02/18/11 |
| Jean Yang | Fresno USD | Fresno | 03/02/11-03/10/11 |
| *Andres Zamora | Livingston Union SD | Merced | 02/01/11-02/03/11 |

* Holds more than one credential

Program Approval

Introduction

This agenda item presents nine single subject matter programs submitted by institutions of higher education for single subject matter program approval.

Background

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination whether the program meets the standards common to all subject matter programs and also the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, the two programs may be completed concurrently.

Subject Matter Program Review Procedures

Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review team work.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review – The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings.

The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may admit candidates to the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (California Subject Examinations for Teachers).

This report presents nine single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval. These programs have been aligned to the SB 2042 subject matter standards adopted by the Commission. Information on each of the programs is provided below:

Summary Information on the Single Subject Matter Programs

Humboldt State University: Art

Humboldt State University's undergraduate subject matter program in art education prepares students to meet the challenges of teaching art in public school classrooms, grades K-12, as prescribed in the *Visual and Performing Art Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2001). The program increases students' critical thinking skills, breaks visual barriers to seeing, and encourages creative problem solving. The curriculum supports instruction that values diversity, is inclusionary in scope, and teaches that education is not just acquisition of facts and information but also a time of exploration and inquiry. The curriculum of the Art Education Subject Matter program integrates art criticism, studio production, art history, aesthetic discourse and diversity issues through the study of visual culture, historical and contemporary artists, new media, and postmodern theory. Criticism is an in-depth investigation of meaning through an examination and interpretation of the visual codes and symbols contained in cultural artifacts. This kind of examination begins with probing questions and invites students to develop a deeper understanding of art. It also helps students learn to translate their own experiences into visual forms, and to understand the relation between works of art and the cultural context in which they are made. This curriculum promotes an understanding that through the study of art, students can teach and understand diversity and talk about similarities and differences among cultures. The Art Education curriculum prepares students for advanced training to become art educators in schools. The curriculum is a combination of studio, art history and service learning. The lower division courses build a strong foundation for students to develop the skills and tools needed as artists and as prospective teachers. In upper division courses, students concentrate in a specific studio area while taking courses that prepare them for teaching the broad spectrum of art subject areas offered in schools. Candidates will demonstrate the following learning outcomes to complete the program:

- Develop an understanding of the artistic process and knowledge of subject matter by developing the tools and skills of a discipline.
- Develop literacy in the language of art, through intelligent interpretation of art, exploring traditional, modern, and postmodern understandings of culture and art which includes traditional research in written and oral expression and visual research.

- Develop an awareness of human development and learning by researching the pioneers in the field and examining how children learn and develop artistically.
- Develop knowledge and an understanding of the *Art Content Standards for California Public Schools* and *California Visual and Performing Arts Frameworks* and how they guide and support art education.
- Participate in fieldwork experiences in K-12 schools, galleries and arts enrichment programs to observe the instruction of art by master teachers and experience teaching in a supervised classroom.
- Develop a broad understanding of art with the necessary knowledge, skills and abilities to develop lessons and curriculum for K-12 students.
- Examine multiple instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Develop an integrated view of art with an examination of relationships between art, visual culture studies, creative expression in a social context, aesthetics, and aesthetic inquiry.

Humboldt State University: Music

The Music Education Subject Matter Program has a curriculum that amplifies the themes found in the *Visual and Performing Art Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2001). The Music Department Teacher Preparation program is designed to work within the context of the University Mission Statement and the California content standards. The Department's philosophy is based upon consultation with HSU faculty and public school music educators both locally and outside Humboldt and Del Norte County. Coursework in the program reflects the Department's commitment to activity-based instruction, critical thinking, active learning, performance-based assessment, commitment to every student's success while maintaining high standards for teacher preparation, use of technology, contextual learning, conceptual understanding, connection to the real world of public school teaching, problem solving, and both depth and breadth which are necessary to meet the challenges of the various disciplines within music. The Music Department believes that its primary responsibility in the training of future music educators is to consistently offer courses at the highest level of quality instruction and real-world relevance. This is achieved through the professional growth activities of faculty and the use of area public school music teachers as adjuncts on our faculty. Candidates will demonstrate the following learning outcomes to complete the program:

- Knowledgeable about all areas of music subject matter, including repertoire, history, theory, and conducting/rehearsing.
- Acumen in the classroom and on the podium with highly developed written and oral music and communication skills.
- Conversant with technological tools as they apply both to content and delivery of music instruction.
- Able to present musical concepts in as many ways as there are students.
- Developed musicality and aesthetic perception, and understanding that this development is a life-long process.
- Prepared to deal with the many administrative tasks inherent in any public school music program.

Humboldt State University: Languages Other Than English/Spanish

The Subject Matter Program in Spanish at Humboldt State University is aligned with the *World Language Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2009) and other research-based guidelines for language teaching. The Spanish Education

program helps prepare students to become competent, dynamic language teachers in secondary schools. The Spanish Education program embraces the following themes: 1) language and culture are living, dynamic systems of knowledge which are in constant transformation; 2) understanding history and context are essential for students to operate successfully in the present; 3) foreign language study supports state educational reform efforts aimed at reaching international standards of competency in more than one language; 4) and learning a foreign language enhances achievement in all areas and enhances life-long learning. All classes are taught in Spanish, from basic to advanced levels, with all four linguistic skills emphasized: listening, speaking, reading, and writing. Courses in literature and civilization provide opportunities for critical understanding of the cultural heritage of the Spanish-speaking world, including the USA. Students are encouraged to study abroad through a summer study program in Oaxaca or Parras, Mexico, or Quito, Ecuador. The department also sponsors one-year international study programs in Mexico and Spain through the California State University International Programs. Candidates will demonstrate the following learning outcomes to complete the program:

- Communicate effectively and naturally in Spanish.
- Teach k-12 students to actively use and understand the Spanish language.
- Knowledge of the multiple cultures of the Spanish-speaking world.
- Understanding of and sensitivity to people from other cultures.
- Understanding of the importance of language for communication among humans.
- Knowledge of language as a system and culture as a context.

Humboldt State University: Physical Education

The Physical Education Subject Matter Program at Humboldt State University has a curriculum consistent with the common themes found in the *Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2005). Collectively, the course syllabi reflect the following elements: (a) activity-based instruction; (b) critical thinking; (c) active learning; (d) depth and breadth of knowledge; (e) performance-based assessment; (f) commitment to every K-12 student's success; (g) contextualized learning; (h) use of technology; (i) interdisciplinary learning; (j) meaning-centered curriculum; (k) connection to the world of work; (l) conceptual understanding; and (m) real-life problem solving. The *Physical Education Model Content Standards for California Public Schools* (2005) are embedded in essentially all Kinesiology courses in the program. In addition, the program mirrors the National Association for Sport and Physical Education Beginning Physical Education Teacher Standards (NASPE, 2007) intended to impact the quality of teacher preparation and continuing professional development. Candidates demonstrate the following learning outcomes to complete the program:

- Establish and promote lifetime physical activity habits for all k-12 students and articulate the relevance of the underlying sub-disciplines of physical education, integrating appropriate concepts into the physical education program that encourages lifetime physical activity.
- Articulate a value based system for selecting, planning, and evaluating their curriculum to meet K-12 student needs and promote student learning.
- Model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having expectations that their students will treat one another fairly and with dignity.
- Comprehend the fundamental goals of physical education by relevant principles of pedagogical practice with the complex nature of physical education content that gives their teaching action purpose and allows them to implement a flexible yet effective instructional program responsive to the interests, needs, and developmental levels.

- Consistently use a variety of authentic assessments aligned with national, state standards, state and local program goals, and student outcomes goals to provide feedback to students, report student progress, shape instruction, and evaluate curriculum and program goals.
- Maintain a stimulating, productive learning environment that holds all k-12 students to the highest expectations for adopting a physically active lifestyle.
- Know, understand, interpret, critique, and consistently use research to improve practice.
- Collaborate as members of a larger learning community to improve school physical education for all students and enhance the professional culture of their field.
- Contribute to ongoing professional development in the discipline and support current and/or future educators.

San Francisco State University: Languages Other Than English/Latin

The Classics Department's Program in Languages Other Than English (LOTE) prepares candidates at San Francisco State University to be successful Latin teachers based on a program which emphasizes quality of instruction and full exploration of the elements of the LOTE curriculum to best prepare prospective teachers of Languages Other Than English, as reflected in the *World Language Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2009). The purpose of SFSU's Subject Matter Preparation Program in Latin is to recruit, educate, and train an excellent cadre of prospective teachers of Latin, and to prepare them to help students to communicate effectively in a knowledgeable and culturally appropriate manner in our multicultural society. Latin, as an ancient language, bears a fundamental importance in the formation, transmission, and ongoing changes in many Western languages, cultural practices, and socio-political structures. As a defining program principle, a well-prepared language teacher has proficiency in all skill areas of the language s/he will teach: 1) knows the literature produced in that language; 2) clearly understands and appreciates the cultures represented by that language; 3) is competent in analyzing language structures; 4) is knowledgeable about the major trends in foreign language teaching methodology and adept in employing them, especially those relevant to the development of communicative competence in the language. Program coursework outcomes for prospective teachers of Latin are as follows:

- understanding of the nature of language, language use and applied linguistics;
- deep and broad knowledge of the linguistic features of the target language system;
- knowledge of literary and cultural texts and traditions;
- knowledge of the cultures associated with the target language and understanding of the interrelationships among the perspectives, practices and products of those cultures; and
- proficiency in productive-oral and written, as well as receptive-reading and listening-skills in the target language.

University of California, Davis: Mathematics

The purpose of the subject matter preparation program in mathematics at University of California at Davis is to produce prospective teachers who are capable of effectively teaching in California's K-12 mathematics classrooms. The Mathematics Subject Matter Preparation Program (SMPP) at the University of California, Davis provides its students with an advanced level of mathematics knowledge and skills from core domains that are taught in California single subject mathematics classrooms: algebra, geometry, number theory, probability and statistics, calculus, and the history of mathematics. The program's core coursework incorporates the content that is prescribed in the *Mathematics Standards for Quality and Effectiveness for Subject Matter Programs*, which are based on the content of the *Mathematics Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (1997). In most cases, multiple

core courses are required to provide full coverage of all topics in each content domain. In addition to core coursework, the math subject matter preparation program coursework provides breadth and perspective. Clear outcomes are defined for candidates within the program. Candidates who complete the Math SMPP:

- are successful in a rigorous mathematics curriculum in the same classes that are taken by all UC Davis math majors and taught by senate faculty in the Mathematics Department;
- demonstrate a strong understanding of the connections between the California curriculum for secondary mathematics and their SMPP mathematics coursework in core subject areas of algebra, calculus, number theory, geometry, and probability and statistics;
- demonstrate the ability to apply some effective instructional strategies to tutoring and planning and teaching a lesson in their fieldwork experience;
- develop effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non routine situations; and
- capable to communicate their mathematical thinking clearly and coherently to others using appropriate language, symbols and technologies.

California State University, Chico: Science/Biology

The subject matter preparation program in biological sciences at CSU, Chico seeks to educate well-qualified candidates to serve as teachers of life sciences/biology in California public schools in accordance with the *Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2009). Required courses within the program ensure a breadth of understanding in general science concepts across the physical and life sciences including biology, chemistry, earth and spaces science, and physics, and demand a depth of understanding within the biological sciences including cell biology and physiology, genetics, evolution and ecology. The domain-aligned candidate outcomes specify proficiency in (1) application of the scientific method, (2) laboratory manipulations, (3) understanding of basic biological concepts, (4) biological information literacy, (5) oral communication, (6) written communication, and (7) practical applications outside of biology. In completing the program, candidates will demonstrate:

- understanding of and ability to use the processes and methods of scientific inquiry;
- ability to organize and categorize data statistically using computer technology;
- ability to organize experimental records in a clear communicable manner;
- ability to plan and conduct a significant independent field or laboratory research project using appropriate instrumentation and incorporating quantitative data analysis;
- working knowledge of the capabilities of modern instrumentation and an ability to design and modify experiments to use the instruments effectively;
- ability to diagram and label prokaryote and eukaryote cells, describe macromolecular composition of sub-cellular components, and explain the biochemical/physiological functions of sub-cellular components vital to the functioning of cells;
- understanding of the mechanisms driving evolution, and the similarities and differences among the major taxonomic groups;
- ability to describe how organisms relate to one another and to their environment; to describe and measure population and community structure and dynamics, and to explain energy flow and nutrient cycling in ecosystems;
- understanding of the mechanisms controlling pattern formation in multicellular plants and animals, and the ability to explain the functions of the major organ/tissue systems in plants and animals;
- ability to use information resources in the biological sciences and to communicate effectively in oral and written forms; and

- ability to communicate biological concepts to their peers.

California State University, Sacramento: Science/Biology, Chemistry, and Physics

The Science Subject Matter Program (biology, chemistry and physics) at California State University, Sacramento is built on the belief that it is K-12 science teachers who provide experiences in public schools which determine in large part the scientific literacy of students and their career choices. Students who leave high school with the confidence that they can understand the natural world and that they benefit from this understanding are more likely to be scientifically literate adults and more likely to seek careers in science-related fields. This Science Subject Matter Program is designed to provide future teachers of science a sufficiently broad understanding of science so that they have the necessary knowledge, skills, and abilities to develop scientific literacy among their future students. All candidates will be required to meet a standard of competence and knowledge broadly across all four sciences (physics, earth and planetary sciences, chemistry, and biological sciences) and deeply in their specific chosen science content area, which are aligned with the *Science Content Standards for California Public Schools: Kindergarten Through Grade Twelve* (2009). Program coursework and other experiences are designed with specific outcomes in mind that include:

- Broadly preparation in the four basic sciences: biology, chemistry, geosciences, and physics and specific preparation in depth in one of the sciences.
- The ability to integrate the basic concepts of science using content from all four areas of science.
- Knowledge of the history and philosophy of science and recognize both the achievements and limits of science.
- Effective laboratory and field experiences in science, including laboratory safety education that is of prime importance.
- Effectiveness with current technology and its applications science education.

At the January 2011 Commission meeting, action was taken to adopt revised Preconditions for the Foundational Level General Science (FLGS) subject matter programs <http://www.ctc.ca.gov/commission/agendas/2011-01/2011-01-2C.pdf>. It was stated in the action that institutions with a full science subject matter program in one of the four content areas would be allowed to verify a candidate's subject matter competence in FLGS immediately by submitting a request to the Commission. The program listed below is the first FLGS subject matter program to request approval.

California State Polytechnic University, Pomona: Foundational Level General Science

The Foundational-Level General Science program at Cal Poly Pomona is based upon the approved general science coursework within the approved Science program, including three science courses in each of the four general science areas: biology, chemistry, geosciences, and physics. The program also requires senior research and seminar courses along with a course in science and technology in society. The candidate outcomes for this program are consistent with the ones approved for general science in the regular science programs.

Recommendations

Based upon a determination by reviewers that the following institutions have met all relevant standards and requirements, staff recommends Commission approval of the following subject matter programs:

Humboldt State University: Art
Humboldt State University: Music
Humboldt State University: Languages Other Than English/Spanish
Humboldt State University: Physical Education
San Francisco State University: Languages Other Than English/Latin
University of California, Davis: Mathematics
California State University, Chico: Science/Biology
California State University, Sacramento: Science/Biology, Chemistry, and Physics
California State Polytechnic University, Pomona: Foundational Level General Science